Student Focused And Data Driven

Heather Sisley
Brittany Forler
Lori Hermann
Chrisney Elementary

Chrisney Elementary

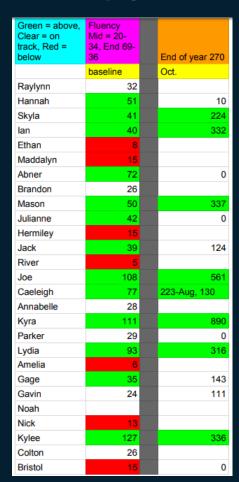
2018 National ESEA Title I Distinguished School



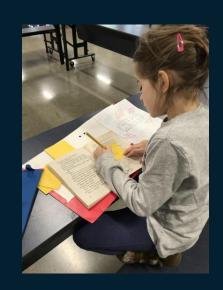
- Title I K-6
- 43% Free and Reduced
- Full Inclusion
- 204 Students
- 12 Classroom Teachers



TRADITIONAL GUIDED READING



WE NEED TO SHIFT FROM TEACHER FOCUSED TO STUDENT FOCUSED



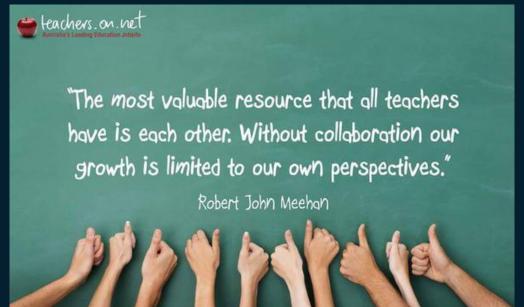
MUITI GRADE LEVEL GUIDED READING



EVERY TEACHER ISA READING TEACHER!

- * Teacher Buy In
- Professional Development
- Adjust Master Schedule
- Data Collection
- Parent Education

Teacher Buy In





- Professional Development
 - Interpreting Data



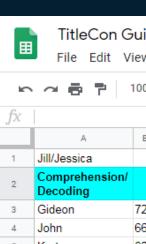
- Adjust Master Schedule
 - ➤ 1 Hour of Uninterrupted Time

Data Collection



- Parent Education
 - Parent Nights
 - Parent Teacher Conferences
 - Weekly Newsletters

Green = above, Clear = on track, Red = below	Fluency	Fluency Mid = 20-34, End 69-36			SRI - Lexile - End of Year Goal - 270			Sight word 17 30 of 30 By Jan.	
	baseline	Sept.	Oct.	Dec	Oct.	Nov.	Dec	Oct.	
Raylynn	32	34	49	67			0	30	
Hannah	51	56	63	62	10	91	410	29	
Skyla	41	58	87	97	224	464	489	30	
lan	40	46	65	83	332	245	356	30	
Ethan	8	14	22	35			24	29	
Maddalyn	15	33	30	58			92	29	
Abner	72	83	111	111	0	302	369	29	
Brandon	26	28	41	48			0	27	
Mason	50	47	83	82	337	373	435	30	
Julianne	42	44	67	85	0	168	212	30	
Hermiley	15	34	38	43			107	30	
Jack	39	45	65	74	124	160	404	30	
River	5	6	19	16			0	20	
Joe	108	128	116	164	561	593	574	30	
Caeleigh	77	76	92	100-5	223-Aug, 130	179	285	30	
Annabelle	28	27	50	49		0	40	30	
Kyra	111	100	133	140	890	864	855	30	
Parker	29	40	66	73	0	74	145	30	
Lydia	93	129	95	117	316	363	378	30	
Amelia	6	10	21-10	32			0	22	
Gage	35		52	67	143	167	193	30	
Gavin	24	34	69	62	111	63	293	27	
Noah				15-3			0		
Nick	13	15	31-10	34			0	29	
Kylee	127	131	116	141	336	511	497	30	
Colton	26		30	39			0	24	
Bristol	15	32	63	70	0			30	



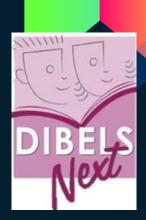
TitleCon Guided Reading 2018-19 $\quad \Rightarrow \quad \blacksquare$

	100%	▼ \$ % .0	.00 12	23 ▼ Arial	→ 10	- B <i>I</i>	ક	<u>A</u> ♦. ⊞	2E +	= + ± +	÷ + >>
А	В	С	D	Е	F	G	Н	1	J	К	L
Jill/Jessica		Katie		Nikki		Nicole		Jade			
Comprehension/ Decoding		Comprehension		Fluency		Grade Level		High	SRI		
Gideon	728	Savanna		Brooklyn		Derek		Jayda	865		inferrenci
John	666	Alex		Faith		Bradley		Jackson	887		main idea
Kortney	800	Lillie		Josh		Leona		Sierra	931		context cl
Skye	589	Nate				Addy		Kaylee	941		
Aliza	590	Prisscilla		Jacob	933	Peyton		Brandon	963		
Shawnna	520	Noah		Bella	977	Laila		Tracy	969		
Hannah	467	Andrew		Sam	1013	Shaylynn		Cora	977		
Skyler	407	Reaghan		Nicholas	1031	Tyler		Aiden	985		
Evan	653	Olivia		Alex	1102	Brooke		Emma	994		
Daisy	406	Cory		Gwen	1177	Wyatt		Drew	1017		
Addyson	680	Brock		Angus	922	Jacob		Biviana	1019		
Kali	649	Nevaeh		Braydan	1093	Addy		Hanna	1058		
Dixie	291	Lacie				Alex		Lauren	1066		
		Averi		Dalton	903	Kaitlynn		Marcus	1085		
		Trey		Madi	963	Landen		Wanda	1089		

- Data Collection
 - DIBELS
 - Scholastic Reading Inventory (SRI)
 - Developmental Reading Assessment (DRA)
 - Teacher Observations

DIBELS

- First Sound Fluency (Kdg)
- Phoneme Segmentation Fluency (Kdg, 1st)
- Nonsense Word Fluency (Kdg, 1st, 2nd)
- Oral Reading Fluency (1st-6th)



Scholastic Reading Inventory (SRI)

- Measures Reading Comprehension
- Scores are Given as a Lexile Number
- Lexile Number Bands are Given for Each GradeLevel
- Grades 1st- 6th

Developmental Reading Assessment (DRA)

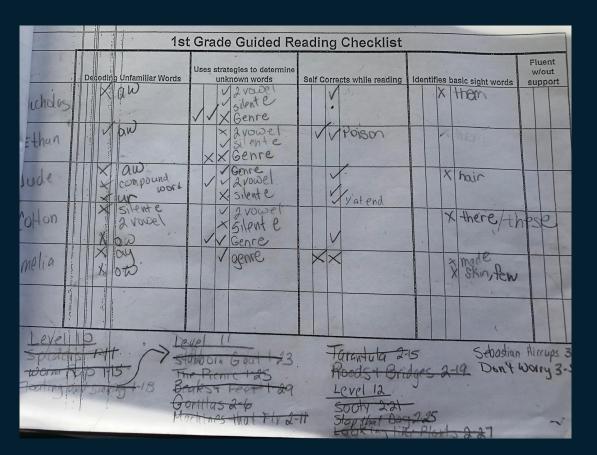
- Sight Word List (Kdg, 1st, 2nd, 3rd)
- Phonics Assessment (Kdg, 1st, 2nd, 3rd)



Teacher Observation

	Remi	Owen	Addie	Nora
Fluency	Readings Quickly, Makes mistakes, doesn't pay attention to what he's reading	Quickly, Makes mistakes, doesn't pay attention to what he's reading makes some mistakes mistakes		Reads fluently
Comprehensi on	Stills struggles with listening paper, has to be reminded to read story again	Independent	Still struggles, needs reminders	Does okay, needs some reminders
Sight Words	Knows 37	Knows 44 Still needs some support	Knows 39 Slow, needs some support	Knows 50 Doing well
Vowel Rules	Needs reminding of rules	Doing well	Needs reminding of rules	Doing well
Blends	Needs work on blending	Does well, needs some reminders	Needs work, struggles some	Doing well

Teacher Observation



Teacher Observation

Guided Reading Tracking Context Clues Group 1 Text Your answer Evan Yes No Logan

H	GR (Responses) 🌣 🖿 File Edit View Insert Format Data Tools Form Add-ons Help Accessibility												
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fx	Context Clues												
	А	В	C D		Е	F	G						
1	Context Clues	Text	Evan	Logan	Alex	Jacob	Brock						
2	3/13/2018 13:38:37	Professor Dinglebat sinist	No	No	No	No	No						
3	4/3/2018 11:09:07	Picking up the pieces	No	Yes	Yes	Yes	No						
4	4/9/2018 11:09:13	Rabbit shoots the moon q	Yes	Yes	No	Yes							
5	4/9/2018 11:15:31	Rabbit shoots the sun #4	No	Yes	Yes	Yes							
6	4/12/2018 10:47:33	Going Home Shrivel	No	No	Yes	Yes	No						
7													

Focus of Groups Change Depending on Time of Year.



Groups are Created With a Focus on the Following Needs:

- Fluency
- Comprehension
- Both Fluency and Comprehension
- Word Work/Decoding
- Other Needs?





Let's Try It!



Decoding, Fluency, Sight Words	Below in Comprehension and Fluency	Almost at Grade Level Expectations, Bubble Kids	On Track to Meet End of Year Expectations	Above Grade Level

\bigstar	Fluency	Below in Comprehension and Fluency	Below in Comprehension	Grade Level	Above Grade Level

STUDENT DATA

Green = above, Clear = on track, Red = below	Fluency	Fluency Mid = 20-34, End 69-36			SRI - Lexile - End of Year Goal - 270			Sight word 17 30 of 30 By Jan.
	baseline	Sept.	Oct.	Dec	Oct.	Nov.	Dec	Oct.
Raylynn	32	34	49	67			0	30
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River	5	6	19	16			0	20
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Lydia	93	129	95	117	316	363	378	30
Amelia	6	10	21-10	32			0	22
Gage	35		52	67	143	167	193	30
Gavin	24	34	69	62	111	63	293	27
				45.0				

													4
					August - Baseline				Phonic s 26 20 of 20 by Sept.		Phonics 32 30 of 30 by March	Phonics 32	
Green = above, Clear = on track, Red = below	Fluency beg = 55-80, mid = 72-100, end = 83-111	Sept.	Oct	Dec	SRI - Lexile - End of Year Goal - 500	Sept	Oct	Dec	Sept	Dec	Sept.	Dec.	
Audrey	86			102	390	457	477	452	19	19	29	29	ı,
Daylinn	81			104	400	422	430	469	19	20	27	28	ı,
Raven	82			113	431	344	400	474	20	20	28		J,
Toby	108			136	455	484	470	511	20	20	30		L
Bryson	52	52	71	76	335	392	384	395	15	18	25		ı
Konner	75	73	101	103	331	343	316	416	16		24		ı
ChyAnne	53	56	73	91	386	345	409	444	16	17	24		
Megan	158			184	797	871	859	881	19	20	30		•
Carson	71	80	103	99	419	458	451	504	20	20	29		
Madden	82			131	702	672	663	737	20	20	30		
Ayden	57	63	67	89	288	241	247	313	13	17	16		
Lilly	143			174	757	637	675	751	20	20	30		
Elizabeth	46	45	36	63	0	0	0	110	9	16	9		
Jax	63	65	92	99	280	301	308	395	16	18	22		
Jeffrey	63	87	86	92	625	519	542	594	19	19	30		
Lyzza	94			122	433	516	488	460	20	19	27		
Xander	63	67	93	90	252	222	208	285	17	20	21		
Ashtyn	61	80	62	81	234	350	381	381	16	20	20		
Landon	59	66	73	81	311	313	348	390	16	17	21		
Ryleigh	59	90	85	128	412	340	374	501	19	20	28		
Madison	91			127	573	628	638	732	19	20	28		
Wyatt	73	103	108	119	546	613	702	762	19	20	30		
Jasper	84			129	445	492	483	508	19	20	28		
Natalie	73	72	92	103	67	387	353	381	18	20	28		
Zoie	53	51	50	78	247	266	293	309	14	18	25	26	П









What We Learned:

- There is not a right or wrong way to group your students.
- Important to have data history

Comments? Questions?

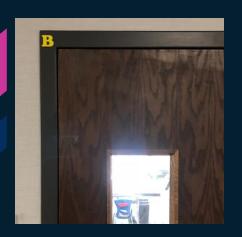
Teacher Struggles

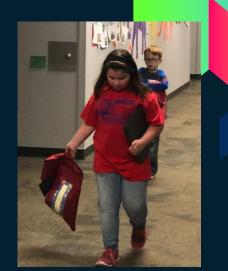
- Trust
- Finding Individual Strengths
- Meaningful Independent Work
- Work Completion Expectations
- Resources



Student Struggles

- Moving Classrooms
- Having all Needed Materials
- Consistent Teacher Expectations







Conversations for Implementation

- Time
- Method for Collecting Data
- Support From Administrators

Implementing a cross grade level elementary guided reading block that is data driven allows educators to discern students' strengths and weakness. This enables educators to be intentional in focusing on student weaknesses to help close the gaps in individual student learning.

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